

FLORIDA STATE COLLEGE AT JACKSONVILLE

COLLEGE CREDIT COURSE OUTLINE

COURSE NUMBER:	ENC 0015
COURSE TITLE:	Essentials in Writing I
PREREQUISITE(S):	Appropriate score on a college placement test (for non-exempt students)
COREQUISITE(S):	None
CREDIT HOURS:	4
STUDENT ADVISING NOTE:	Effective Spring 2014, students who entered the ninth grade in a Florida public high school in the 2003-2004 school year, or any year thereafter, and earned a standard Florida high school diploma, or students who are serving as active duty members in any branch of the United States Armed Services, will not be required to take the common placement test (P.E.R.T.) or to enroll in developmental education at any Florida College System institution, including Florida State College at Jacksonville (per Senate Bill 1720, State Board Rule 6A-10.0315). These students shall be considered exempt from common placement testing and developmental education instruction, and may accordingly enroll directly in ENC 1101 or ENC 1101C. For enrollment in any communications course beyond ENC 1101/ENC 1101C, exempt students will be required to take the common placement test.
CONTACT HOURS/WEEK:	4
CONTACT HOUR BREAKDOWN:	
Lecture/Discussion:	4
Laboratory:	
Other:	
FACULTY WORKLOAD POINTS:	4
STANDARDIZED CLASS SIZE ALLOCATION:	20

CATALOG COURSE DESCRIPTION:

This introductory course in composition provides students the necessary instruction to gain greater proficiency in basic writing skills. The course involves a variety of teaching and learning methods, including lecture, discussion, cooperative learning, lab-enhanced learning, and others. As a result of carefully planned learning experiences, students should be able to write clear, adequately developed, logically organized sentences and paragraphs which employ standard American English. This course does not apply toward the associate's degree.

NUMBER OF COURSE ATTEMPTS:

Florida State statute limits a student's enrollment in this course to three attempts. Unless a student officially withdraws before the drop deadline, each registration in this course will count as a semester of enrollment regardless of the grade received. Students may have only two attempts at a developmental education course at the in-state tuition rate. After two attempts, students must pay the non-Florida resident tuition rate, or may qualify for another remediation option, upon faculty recommendation, that provides an alternative to traditional classroom-based instruction.

ATTENDANCE POLICY:

Faculty is required to institute an attendance policy for all developmental education courses.

Faculty has two options:

1. Students are required to attend classes and to fulfill any lab requirements. Attendance will be recorded for every scheduled class session. Students who miss the equivalent of 10 percent of class instructional time may receive a grade of "FN" (Failure for Non-attendance) or "F" (Failure), at the instructor's discretion.

OR

2. Faculty who prefer a stricter attendance policy may institute their own.

Faculty teaching online will require at least two contacts per week per student. The faculty will determine the nature of the contact.

The following guidelines will be used for the implementation of all these policies. They are for information and are not to be listed on the course syllabus:

1. Faculty will include an Attendance Policy on all syllabi.
2. Faculty will keep an attendance record of all students enrolled in developmental education courses.
3. Should the student be level changed, the student's record of attendance will begin on the first day of enrollment in the new course.
4. Faculty should inform students when they are close to violating the attendance policy.
5. For purposes of the minimum policy, faculty may excuse (or not count) student absences for personal illness requiring hospitalization, death in the family (parent, spouse, children, brothers, or sisters), jury duty, or military duty. Exceptions to this rule should be handled by the faculty member on a case-by-case basis with the appropriate dean of liberal arts.

SUGGESTED TEXT(S):

Salome and McDonald, *Inside Writing*, latest edition

Biays and Wershoven, *Along These Lines: Writing Paragraphs and Essays*, latest edition

Hogan, *Building Better Paragraphs*, latest edition

Access Code to one of the following: MyWritingLab, Connect, Aplia, or other

IMPLEMENTATION DATE:

Fall Term, 2011 (20121) [formerly ENC 0001]

REVIEW OR MODIFICATION DATE:

Spring Term, 2011 (20112)

Fall Term, 2012 (20131) FYI June CC

Spring Term, 2014 (20142) - Proposal 2013-38

Fall Term 2014 (20151) - Proposal 2014-23

COURSE TOPICS	CONTACT HOURS <u>PER TOPIC</u>
I. Course Introduction and Assessment of Individual Skills	3*
A. Explanation of the syllabus and course policies	
B. Basic writing skills diagnostic test	
C. Diagnostic writing sample	
D. Introduction to College resources	
II. Sentence Structure Skills	20*
A. When writing, use complete sentences	
B. Use varied sentence structures	
C. Use syntax appropriate to standard written English	
D. Use coordination effectively	
E. Use subordination effectively	
F. Recognize fragments	
G. Recognize comma splices	
H. Recognize fused sentences	
I. Recognize misplaced and dangling modifiers	
III. Grammar: Demonstrate a basic command of the conventions of standard written English, including grammar, usage, and mechanics	12*
A. Choose appropriate words and phrases	
B. Express ideas effectively	
C. Recognize commonly confused words	
D. Use adjectives and adverbs correctly and use the appropriate degree forms	
E. Maintain consistency in person, tense and gender	
F. Use standard verb forms	
G. Maintain agreement between subjects and verbs	
H. Use correct pronouns	
IV. Mechanics: Spelling, Capitalization, and Punctuation	5*
A. Use standard spelling	
B. Use standard capitalization	
C. Use end punctuation correctly	
V. Introduction to the Paragraph	20*
A. Use prewriting, drafting, revision, and editing techniques	
B. Select and narrow a topic that addresses the specific task	
C. Demonstrate a basic awareness of purpose and audience	
D. Sustain focus on a specific main idea for a single paragraph	
E. Maintain coherence through the use of transitional devices within a paragraph	
F. Provide supporting details for main idea with relevant explanations and examples in a single paragraph	
G. Create a logical progression of ideas or events, and express those ideas effectively	

*The contact hours may be adjusted accordingly to meet the students' academic needs.

NOTE:

With instructor approval, a non-exempt student may advance past ENC 0025 and enroll in ENC 1101 if the student passes the ENC 0015 grammar final exam, passes the ENC 0025 common writing exam graded by a faculty committee, passes the ENC 0025 grammar final exam, and has maintained an 85% (B) or higher grade in ENC 0015.



NOTE: Use either the Tab key or mouse click to move from field to field. The box will expand to accommodate your entry.

Section 1		
COURSE PREFIX AND NUMBER: <u>ENC 0015</u>	SEMESTER CREDIT HOURS (CC): CONTACT HOURS (NCC): <u>4</u>	
COURSE TITLE: <u>Essentials in Writing I</u>		
Section 2		
TYPE OF COURSE: (Click on the box to check all that apply)		
<input type="checkbox"/> AA Elective	<input type="checkbox"/> AS Required Professional Course	<input checked="" type="checkbox"/> College Prep
<input type="checkbox"/> AS Professional Elective	<input type="checkbox"/> AAS Required Professional Course	<input type="checkbox"/> Technical Certificate
<input type="checkbox"/> Other _____	<input type="checkbox"/> PSAV	<input type="checkbox"/> Apprenticeship
<input type="checkbox"/> General Education: (For General Education courses, you must also complete Section 3 and Section 8)		

Section 3 (If applicable)		
INDICATE BELOW THE DISCIPLINE AREA FOR GENERAL EDUCATION COURSES:		
<input checked="" type="checkbox"/> Communications	<input type="checkbox"/> Social & Behavioral Sciences	<input type="checkbox"/> Mathematics
<input type="checkbox"/> Natural Sciences	<input type="checkbox"/> Humanities	

Section 4					
INTELLECTUAL COMPETENCIES:					
<input checked="" type="checkbox"/> Reading	<input type="checkbox"/> Speaking	<input checked="" type="checkbox"/> Critical Analysis	<input type="checkbox"/> Quantitative Skills	<input type="checkbox"/> Scientific Method of Inquiry	
<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Listening	<input type="checkbox"/> Information Literacy	<input checked="" type="checkbox"/> Ethical Judgment	<input checked="" type="checkbox"/> Working Collaboratively	

Section 5		
STATE GENERAL EDUCATION LEARNING OUTCOME AREA		
<input type="checkbox"/> Communication	<input type="checkbox"/> Critical Thinking	<input type="checkbox"/> Scientific and Quantitative Reasoning
<input type="checkbox"/> Information Literacy	<input type="checkbox"/> Global Sociocultural Responsibility	

Section 6	LEARNING OUTCOMES	<i>Type of Outcome: Gen. Ed, Program, Course</i>	METHOD OF ASSESSMENT
•	Understand and demonstrate a basic command of the conventions of standard written English, including grammar, usage, and mechanics	Course	Written sentences and paragraphs, graded homework, graded assignments, classroom exercises, regular classroom evaluations, testing, or online tutorials and software

Section 6 (continued) LEARNING OUTCOMES		Type of Outcome: Gen. Ed, Program, Course	METHOD OF ASSESSMENT
•	Understand the construction of syntactically sound sentences, and recognize and correct major sentence errors involving fragments, comma splices, and fused/run-on sentences	Course	Written sentences and paragraphs, graded homework, graded assignments, classroom exercises, regular classroom evaluations, testing, or online tutorials and software
•	Understand and use standard conventions regarding paragraph construction	Course	Written sentences and paragraphs, graded homework, graded assignments, classroom exercises, regular classroom evaluations, testing, or online tutorials and software
•	Understand and demonstrate technological skills requisite for success in a college-level writing course	Course	Word processing, computer usage, email competency, academic presentation, or online tutorials and software

Section 7

Name of Person Completing This Form: Alex Combs, Scott Cook, Marilyn Metzcher-Smith, Janelle Venn, James Gentry, David Houston, Audrey Antee, Elaina Given
Date: February 20, 2014